



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Treuddyn Under 5's
Youth Hall
Ysgol Parc y Llan Campus
Ffordd Y Llan
Treuddyn
Flintshire
CH7 4LS**

Date of inspection: June 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Context

Treuddyn Under 5's is based in the Youth Hall attached to Ysgol Parc Y Llan, in the village of Treuddyn, near Mold in Flintshire local authority. The playgroup is registered to take up to 25 children between two and a half and four year olds. Currently there are 16 children aged three or four, seven of whom are eligible for funding for education.

The playgroup opens for four afternoons each week from 12.45 to 15.15 during school term time. Four practitioners work regularly with the children. All have appropriate early years qualifications and suitable experience of working with young children.

All children have English as their home language. The setting identifies that there are currently no children attending with additional learning needs.

The Care and Social Services Inspectorate for Wales (CSSIW) last inspected the setting in January 2016. Estyn last inspected the setting in May 2010

Summary

The setting's current performance	Good
The setting's prospects for improvement	Good

Current performance

The setting's current performance is good because:

- Nearly all children make good progress in their time at the setting
- Most children talk confidently to one another and adults in the setting
- All children have good relationships with the adults in the setting and this helps them to learn happily and confidently
- Most children's number skills develop well
- Most children behave well and demonstrate high levels of active involvement in all areas of learning
- All children enjoy coming to the setting
- The setting offers children an interesting range of learning experiences that promote the ethos of the Foundation Phase successfully
- Practitioners interact with the children skilfully and adapt their language successfully to extend their learning

Prospects for improvement

The setting's prospects for improvement are good because:

- The setting leader has a clear vision to provide a stimulating, safe and attractive environment where children enjoy learning
- The leader supports practitioners sensitively to improve their practice and build their confidence
- Leaders have developed a positive culture of continuous improvement in the setting
- The strong link with the school supports children's learning effectively and prepares them well for the next stage in their education

Recommendations

- R1 Plan purposefully to develop children's skills systematically outdoors
- R2 Provide effective opportunities for children to explore and express themselves creatively, including through mark making.
- R3 Ensure that assessments reflect all Foundation Phase areas of learning appropriately and feed into planning effectively.
- R4 Strengthen self-evaluation and improvement planning to ensure that the setting makes effective progress consistently

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Almost all children make good progress at the setting, in line with their age and ability.

Many children recall their previous learning well across all areas of learning. When asked what they need to pack to take on a summer holiday, many children were able to answer correctly, explaining why they need to take a hat to keep them safe in the sun. Nearly all children demonstrate high levels of communication and listening skills. Many children enjoy developing their early mark making skills outside in the garden. However, children develop their mark making skills less inside, due to fewer free, mark-making opportunities. A minority of children look at books in the book corner independently; they turn the pages carefully, point to the text and enjoy looking at the pictures.

Most children use their number skills naturally throughout all areas of learning and a majority cope with challenging questions. Nearly all children count in rote with adult support in a range of different activities. Many children can count reliably up to five objects, for example counting glass beads outside in the sand tray.

Most children have well-developed fine motor skills and good hand eye co-ordination. They thread beads skilfully and manipulate dough purposefully. Many children also develop their gross motor skills well, for example jumping on one and two feet along a numbered hop scotch grid.

A few children make good progress while exploring ICT equipment. For example, one child was fascinated by how a disposable camera worked and used it to take photographs of his practitioners and his favourite activities. However, most children do not use ICT frequently enough for it to enhance their learning positively.

Most children demonstrate very good thinking skills, for example when discussing what a frog needed to stay alive in the hot weather.

Many children make good progress in developing their understanding of the Welsh language; they are able to follow simple Welsh instructions and respond successfully.

Wellbeing: Good

All children enjoy coming to the setting and are engaged and busy in their play. Nearly all have positive attitudes to learning and face new experiences with confidence. Nearly all children focus on activities well for their age, for example when listening to stories and playing in the home corner. All children have good relationships with the adults in the setting and, as a result, they learn happily and confidently. They ask questions to deepen their thinking skills. All children are confident when choosing and independently undertaking activities. Most children are happy to take part in adult-led activities as well as child-initiated play.

All children make good use of the learning environment and make beneficial decisions about where they would like to play and who with. The children move around the learning areas confidently and many stay engaged in activities of their choosing for an extended period.

Most children behave well and demonstrate high levels of active involvement in all areas of learning. Nearly all relate well to each other and to adults, showing high levels of social skills.

All children sit calmly at snack time, having meaningful conversations with their peers and sharing the snack successfully. With gentle reminders from practitioners, most children show good manners; for example, they thank the helper of the day for their drink.

Most children know to wash their hands before eating and after going to the toilet.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The setting offers children an interesting range of learning experiences that promote the ethos of the Foundation Phase successfully. As a result, nearly all children are well motivated and engaged throughout their time at the setting.

Practitioners know the children very well and plan purposeful activities that meet the needs and interests of the children successfully in the indoor environment. They understand the importance of creating a well-balanced curriculum, with valuable adult-led activities and child initiated play, which results in nearly all children developing skills successfully. Practitioners make regular use of outdoor areas, but planning for use of the outdoor environment is less successful and does not develop children's skills systematically enough.

There are useful opportunities for children to develop their literacy and numeracy skills across the all areas of learning, for example mark making with large paintbrushes and water on the outdoor blackboard and using dry wipe pens to write on varnished, smooth logs. However, children have fewer opportunities to develop their early mark making skills creatively and freely inside. Practitioners plan worthwhile opportunities to develop children's numeracy skills, for example counting how many scoops of ice cream could fit in each ice cream cone. They support the children to match the correct numeral to the correct number of scoops.

Practitioners develop children's thinking skills skilfully and support them well to become independent learners. They have recently improved children's access to the sand and water areas. This enables all children to choose their own toys and equipment and make decisions in their play and learning.

The setting provides worthwhile opportunities for children to use their imagination in the home corner. Resources, such as dressing up clothes, an ironing board and a dinner set, enable the children to develop characters and build story lines in their play effectively. A painting easel and a variety of paints were available to the children

throughout the session. However, there are not enough opportunities for the children to explore and experiment freely with a mix of creative materials during their play.

Practitioners use the community very well to support the curriculum. They plan visits from the local police and trips to the local farm and village shop. As a result, all children have a comprehensive understanding of the world around them.

The provision for developing children's Welsh language skills is a notable strength of the setting. Practitioners develop children's understanding of the Welsh language successfully, for example by using songs, questioning and modelling phases. As a result, a majority of children are beginning to use the language naturally in their play and when talking about familiar topics such as the weather or when naming colours. The setting plans meaningful opportunities for the children to learn about the Welsh culture and traditions, for example celebrating St David's Day.

Teaching: Good

Practitioners understand the requirements of the Foundation Phase well and provide good quality practical experiences for children to learn through play. The practitioners are enthusiastic and caring, and they build strong professional relationships with all the children. As a result, the children are well settled and confident in the setting.

Practitioners use open-ended questions skilfully to move children's learning on and intervene sensitively, extending their play effectively. They use positive praise successfully to support children's personal and social development, self-esteem and concentration. They use songs consistently well during transition times to keep children interested and to reinforce the setting's routines. As a result, nearly all children demonstrate good behaviours and stay engaged in activities.

Practitioners are very good language models in English and Welsh and, as a result, nearly all children are confident communicators. Practitioners use the session time well to develop the children's thinking skills and independence, and to extend their vocabulary successfully.

Overall, there are appropriate procedures for assessing and observing children, and practitioners use these to inform future planning. Communication between practitioners is strong and they share important information about the children to support their learning. All practitioners are now beginning to record children's individual progress formally and to identify the next steps needed to move learning forwards. However, this is at an early stage of development and does not always consider all aspects of the Foundation Phase Framework well enough.

Practitioners provide parents with valuable information about their child's progress. They chat to parents informally at the beginning and the end of sessions. Parents feel confident that they can approach the practitioners at any time to discuss any worries or ask questions, resulting in clear, beneficial communication links between home and the setting.

Care, support and guidance: Good

Practitioners provide a caring and nurturing environment and promote children's wellbeing successfully. All practitioners treat each other and the children with respect and encourage them to take responsibility for their environment and each other. Practitioners ensure that they model values such as fairness and equality to the children consistently; as a result, most children are happy to take turns, to take on the role of 'Helpwr Heddiw' and to care for each other.

The setting has effective arrangements to support children's healthy eating and drinking and encourages them to take regular exercise on the school field. For example, children prepare their own healthy snacks, such as vegetable wraps. Most practitioners use snack time as an opportunity to challenge the children's thinking skills and to develop new vocabulary. This has a positive impact on the children's social and moral development and, as a result, children chat freely with their peers and adults and are happy to try a range of healthy foods.

Practitioners ensure that the children have a good understanding of sustainability and recycling and encourage all children to use the food bins after snack time.

Practitioners successfully encourage children's spiritual development, sense of curiosity and awe and wonder. For example, children look for tadpoles in the Forest School area and watch them grow into frogs over a length of time. Practitioners promote cultural diversity well through celebrations such as Chinese New Year and St David's Day.

There are effective arrangements to ensure that children with additional learning needs receive prompt and thorough support from external professionals and support agencies when needed.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting is inclusive and welcoming to all. Practitioners are supportive and approachable, as a result all children feel valued and important. The practitioners create a stimulating, friendly learning environment and consequently the children play and learn happily together and as individuals.

Resources match children's needs and interests closely and are of good quality. The indoor environment is well maintained and suitable for the ages of the children. For example, the setting provides a soft area for relaxation and quiet time, allowing children time to reflect on their play. The practitioners use the indoor space well with areas of learning clearly designated; resources are clearly labelled and easily accessible, resulting in greater independence for the children.

The setting makes valuable use of its locality, including using the school's outdoor space and its Forest School area to enrich the children's learning experiences. For example, practitioners encourage the children to work together to collect sticks to build a make believe campfire, ready for story time.

Key Question 3: How good are leadership and management?
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Good

Leadership: Good

The setting leader has a clear vision to provide a stimulating, safe and attractive environment where children enjoy learning. She communicates this effectively and involves practitioners purposefully to achieve this. The leader sets high standards and is a positive role model. She creates a positive working atmosphere where practitioners communicate well with one another. They work together successfully as a strong team and, as a result, the setting runs smoothly.

There is a consistent approach to behaviour management, and establishing strong links with parents and carers has a high priority in the setting. This supports children's wellbeing effectively. The setting's appraisal system helps practitioners to identify professional training needs successfully. The leader supports practitioners sensitively to improve their practice and build their confidence.

The setting focuses successfully on developing national and local priorities. This includes helping children develop their Welsh language skills and their literacy and numeracy skills effectively. Leaders work constructively alongside the management committee, who provide valuable support, particularly with the setting's finances.

Improving quality: Good

Leaders have developed a positive culture of continuous improvement in the setting. They evaluate the quality of the provision regularly through informal discussions and weekly planning reviews. This has led to useful improvements to the provision, which have a positive impact on children's standards. For example, leaders recently adapted the home corner, improving children's role-play and opportunities to sort and match resources. They involve all practitioners in monitoring children's work appropriately through regular observations and assessments. This is a recent development, which has improved the focus on ensuring that children make good progress.

Setting leaders use the local authority's format to carry out a suitable formal evaluation of the provision. This has enabled leaders to identify useful priorities for improvement and incorporate these into suitable action plans. However, these formal processes are not yet a well-established part of the setting's life. Action plans identify costs and designate responsibilities appropriately. However, targets, timescales and monitoring opportunities are not always specific enough to ensure consistently effective progress.

There are worthwhile opportunities for parents to share their views through annual questionnaires and a suggestion box in the setting. Leaders respond effectively to any comments, such as by providing a daily diary to let parents know what their children have been doing in the setting. The setting has recently started exploring ways to take children's interests and preferences into account appropriately.

Partnership working: Good

Leaders have established strong partnerships that have a positive impact on children's standards and wellbeing. There is a strong partnership with parents, which helps children to settle quickly into the setting. The setting shares information appropriately to keep parents well informed about its activities and their children's progress.

Valuable partnerships with the local community support children's health and wellbeing, and their spiritual, cultural and social development successfully. For example, a local shop provides a colourful variety of fruit, which children enjoy eating at snack time. This helps to develop healthy eating habits and learning to share and take turns successfully. The partnership with the local church develops children's sense of awe and wonder well, such as when they visit the church to decorate the Christmas tree and hear the Nativity story.

The strong links with the school support children's learning effectively and prepare them well for the next stage in their education. For example, the setting uses the school's attractive and stimulating outdoor areas regularly and benefits from sharing interesting resources to develop children's mathematical skills.

Practitioners make the most of every opportunity to attend training provided by the local authority, which supports their professional development well. They appreciate the advice and support offered by the link teacher and act appropriately on this to improve their practice. However, there have been fewer opportunities for leaders to benefit from advice and support recently, which has slowed the setting's progress with its planning for improvement.

Resource management: Good

Practitioners are suitably qualified and experienced to deliver the Foundation Phase curriculum effectively. They make good use of their particular talents to support the children effectively. For example, they use their Welsh language and singing skills regularly throughout the session. The leader helps practitioners to develop their confidence and professional expertise continually through involving them fully in the setting's work. This includes ensuring that all practitioners have the opportunity to lead story sessions. Practitioners are eager to improve their practice and make the most of training opportunities to acquire new knowledge and skills. They share new learning with each other and apply this successfully in the setting. Practitioners value opportunities to share ideas and learn from others. For example, the setting made its book corner more comfortable for the children following a visit to another provider.

Leaders use funds wisely to provide a good supply of appropriate resources that support children's learning well. These include a carefully resourced home corner and attractive homemade dough. They make the most of opportunities to share resources from the school.

With valuable support from the committee, leaders manage the setting's finances carefully. In view of the standards achieved and the quality of the provision and leadership, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The inspection team

Sally Angell	Reporting Inspector
Sheila Birkhead	Team Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.wales)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.